

GUIDE TO COURSEWARE PACKAGE



FORMING INFERENCES

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SUGGESTED GRADE LEVEL
7-12, Adult

DISKETTE OPERATING INSTRUCTIONS

Load the diskette gently in the drive unit and remove the diskette carefully when you are finished using it.

The diskette in this package contains the system modules necessary for program execution and can be used readily on one-drive systems. To load the program, simply turn the computer and its drive system ON. Gently place the diskette in the drive. Close the door and boot the system. The program will load automatically and begin execution immediately.

This diskette is protected and can neither be copied nor listed. Any attempts to use the BREAK or Reset key will immediately discontinue the program and clear memory. To reLOAD and RUN the program, simply reboot the system.

The program is in an EXECUTE only mode. Should you have any difficulty in either loading or running the program, notify Media Materials, Inc. Return your faulty diskette, and it will be replaced free of charge.

Should you have any suggestions for improving the programs, such suggestions are most welcome. Should you find any errors in the execution of the program, Media Materials would like to know of this, as well.

CARE OF DISKETTES

The diskette received in this package is of the highest quality; and if well cared for, should give good service.

Whenever handling a diskette, do NOT touch the recording surface. Handle it only by the cardboard jacket. When the diskette is not in use, it should be stored in its protective envelope.

Do not store diskettes in areas of extreme temperatures. Keep them in an area where the temperature is comfortable.

DON'T leave your diskette in an area where it might be exposed to a magnet or a magnetized object.

Handle the diskette carefully, neither folding, creasing, nor bending. When writing on the diskette label, use only a felt tip pen, NEVER a pencil or ball point pen. Never attempt to erase information from a label, for the erasure may create debris that could damage the diskette.

FORMING INFERENCES

MATERIALS NEEDED

1. Courseware diskette
2. Workbook (WB9624), *Making Inferences*

PROGRAM OVERVIEW

Every teacher knows the importance of supplying students with specific activities as a means of improving the students' abilities in specific areas of comprehension. One area of comprehension, that appears to be dependent upon other sub-areas of comprehension, is forming or making inferences. According to some noted authorities in reading education, the ability to make inferences is a high level thinking skill and dependent upon more than being able to read words, sentences, and paragraphs to gain the literal meaning. In essence, to form inferences, students must be able to use their backgrounds of experiences, intuition, and knowledge of implicit and explicit meanings of words and phrases to form educated guesses as to the meaning a writer intends. This program contains activities that will provide students with those types of activities.

The lessons in this program were based on the belief that to form an inference, first the student would have to be given familiar information to read. Therefore, many local, everyday topics were selected. Next, each lesson was designed in a careful sequence in which students encounter explicit language, implicit language, causal relations, time relations, suspended time, missing details,

and words which explain. The final lesson is on drawing conclusions and predicting outcomes. In the lessons, students learn how to determine future and past happenings based on limited or incomplete information, how to complete a causal chain of events, how to fill the gaps when there are incomplete sets of details, how to determine if there is physical causation and the result/s of the action, and much more. In all of the lessons, students will be required to use recognition and memory skills as well as divergent and convergent thinking to determine the answers to the questions.

The major reading skill required in the lessons is that of identifying specific and important details. Once found, these details, along with background and intuition, will enable the students to be successful in the program. Additionally, students who are proficient in locating main ideas, identifying a sequence of events, and recognizing details that specify physical attributes, personality characteristics, cause and effect, relationships, transformations, and other elements of comprehension should do very well.

Students who successfully complete this program will have had extensive practice in forming inferences and should have success with other similar programs, whether on computer materials, in printed materials, or in their daily lives as the need arises.

FOLLOW-UP ACTIVITIES

1. Save a large number of newspapers over a two-week period (enlist the stu-

- dents' aid). On a given day at the end of the period, have a contest between small groups. Direct the students to review (skim and scan) the newspapers and find an event that is ongoing or has a daily sequence which tells the story of what is happening (a sport series, a trial, governmental news, etc.). Have the students remove the articles and mount them, in sequence, on a sheet of paper. After all of the events have been mounted, have the students decide what might happen next (this would be ideal if ended on Friday). Have the students bring the newspaper the following day (or a television-aired report) to support their predictions.
2. Select daily or non-continuous comic strips from the newspapers ("Beetle Bailey," "Dagwood," etc.) over a period of time. Place the first three or four frames in a box, but have several final pictures (frames) from the strips. Have the students put the frames in the correct order, but choose the correct final frame from several. An adaptation to this would be to have them choose from among several beginning frames, second frames, and so forth.
 3. On the front of a card, list three key words or sentences (i.e., hanging, cleaning, winning, or Tom Dooley was hanged., Tim cleaned the house., Bill was the winner.). On the back of the card, write words that could be used to give meaning or explain the words or sentences (i.e., *tree, horse, killed, guilty, bucket, water, soap, race, ran, jumped, swam*, etc.). Place the words in random order. Let one student have the card to hold for another. The student who is reading the card looks at the random ordered words and tells the other student the category in which each fits. The other student has the correct list on his or her side of the card so that the student making the decisions can be checked for accuracy.
 4. Remove an interesting article from a newspaper or magazine. Xerox or reproduce the article. Cut the article into paragraphs or short units. Give each of the paragraphs or units (in order) to the students. Have them read the selections silently, and then discuss what they think will happen next (have them state the reasons for their beliefs and stimulate interaction). After finishing the first selection, hand the second selection for the students to confirm or reject their hypotheses. Next, read the next section or selection silently and repeat the process until the complete article has been read. In this activity, the teacher should act as catalyst, not as a director. Still, various things must be indicated to the students. In aiding the students, the teacher should ask why or how a conclusion was drawn, or an inference was formed. Direct the students' attention to their use of categorical information, cause and effect, relationships (likenesses and differences), sequence of events, implications, and transformations. Slowly guide the students to use those terms in their responses.
 5. Create a large number of "if—then" propositions for the students. Read partial sentences such as these to students: "If you eat a lot of candy and sweets, then..." "If Martha mixes the flour, shortening, sugar, and milk correctly, then..." "If Tom gets in good shape, runs every day, and does well in the meet, then..." Have the students write their completed thoughts and discuss them. Later, allow the students to write the propositions and present them to one another or to small groups. In this exercise, teachers should attend to the following: requiring careful listening, forward and backward inferences, causal relations, time relations, omitted details, explicit and implicit words or phrases, implications, and other areas of comprehension.

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Number

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- 7413 Sequential Order
- 7414 Forming Inferences
- 7415 Fact and Opinion

CHAPTER I BASIC SKILLS
CHAPTER I COMPUTER CENTER

MAKING INFERENCES

ANSWERS

Page 1:

1. a
2. b
3. c
4. b
5. a
6. a

Page 2:

1. a
2. b
3. c
4. a
5. a
6. b

Page 3:

1. b
2. b
3. b
4. a
5. a

Page 4:

1. a
2. a
3. b
4. a
5. c
6. a

Page 5:

1. d
2. c
3. a
4. b
5. d
6. c
7. b

Page 6:

1. b
2. c
3. d
4. a
5. c
6. c
7. b

Page 7:

1. d
2. c
3. b
4. c
5. a

Page 8:

1. a
2. c
3. b
4. a
5. a
6. b

Page 9:

1. b
2. c
3. b
4. b
5. a
6. b
7. d
8. a
9. a
10. c
11. a
12. a
13. c
14. a
15. d
16. c
17. c
18. b

Page 10:

1. a
2. c
3. d
4. b
5. d
6. a
7. b

Page 11:

1. b
2. c

3. a
4. b
5. c
6. c
7. b

Page 12:

1. a
2. b
3. b
4. c
5. b
6. c

Page 13:

1. b
2. c
3. d
4. a
5. a
6. c
7. a

Page 14:

1. a
2. c
3. a
4. c
5. b
6. b

Page 15:

1. a
2. c
3. b
4. a
5. a
6. b
7. b
8. c

Page 16:

1. a
2. b
3. b
4. c

5. a
6. a
7. a
8. c

Page 17:

1. a
2. b
3. c
4. a
5. d
6. c
7. a
8. d

Page 18:

1. a
2. c
3. b
4. c
5. b
6. c
7. a
8. b

Page 19:

1. a
2. c
3. b
4. a
5. c
6. a
7. b
8. b

Page 20:

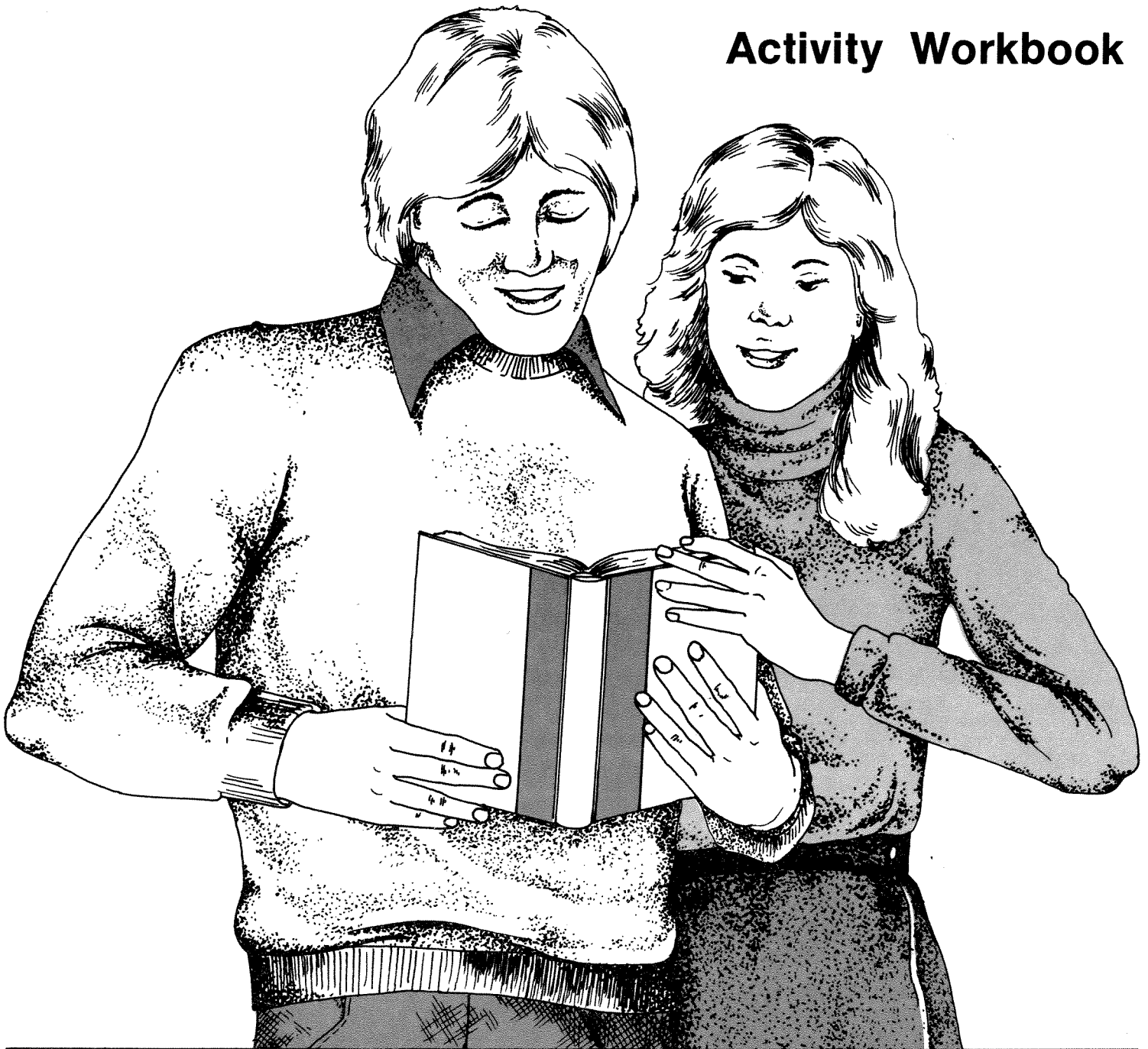
1. b
2. b
3. c
4. a
5. d
6. d

CHAPTER I BASIC SKILLS
CHAPTER I COMPUTER CENTER

MAKING INFERENCES

Reading Comprehension Series
Level C

Activity Workbook



MAKING INFERENCES

By James R. Layton, Ed.D.

Each page in this activity book contains an exercise to give students practice in making inferences. The students will gain skills in synthesizing sequential and/or segmented details to make inferences or predictions. Those inferences will be in the form of drawing conclusions about or predicting the main ideas of paragraphs, specific features of objects, ideas, or people, personality characteristics, cause and effect, and comparison and contrast. Some attention is also given to figurative language.

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Additional Material: Media Materials, Inc. also produces a sound filmstrip, "Making Inferences," FS9624, which may be used as an introduction to or reinforcement of the concepts presented in this Activity Workbook.

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COUNTING CALORIES



Directions: Read the paragraphs below. After reading each paragraph, choose the best sentence (a, b, c, or d) that would come next after the sentence you just read. Circle the correct letter.

1. Carol and Carl had been eating too many rich foods during the winter months. When they tried on their old bathing suits, they were sure of it.

- a. They knew that they must lose some weight.
- b. They must not eat as much next winter.
- c. They knew their bathing suits had shrunk.
- d. They had a hard time getting the suits over their hips.

2. Carl and Carol went to the doctor to get help with the best kind of diet for them. The doctor gave them a special list of foods. But he also told the young couple two ways to lose weight safely.

- a. He told them to stop drinking water and to eat no candy.
- b. He told them to exercise daily and to eat foods with only a few calories.
- c. He told them to jog ten miles each day.
- d. He told them to stop eating bread and cakes.

3. Carol and Carl decided that the best exercise for them to help them lose weight and make their hearts and lungs stronger was running.

- a. So, they decided to run once a week.
- b. They decided to learn to play tennis.
- c. They decided to jog once each day.
- d. They planned to play softball every night.

4. Soon Carl and Carol began to lose weight. They also began to feel much better.

- a. In fact, they decided to stop the dieting and exercises.
- b. In fact, they decided to stay on the plan for a long time.
- c. In fact, they asked their neighbors to do the same thing they were doing.
- d. They never wanted to see any cake or candy.

5. Many people had known Carol and Carl for a long time. But now when they saw them, their friends had to look at them twice.

- a. They hardly knew them.
- b. They thought they looked funny.
- c. They wanted to get a good look.
- d. They wanted to see how to jog.

6. Soon Carol and Carl had lost so much weight that they weighed less than they had the summer before. They really looked skinny.

- a. So, both of them had to go buy new clothes.
- b. They decided to put on a little weight so their clothes would fit.
- c. As a result, they borrowed clothes from their neighbors.
- d. So, they did not wear many clothes until they could gain more weight.

DECIDING THE BEST FIT



Directions: Read the sets of words below. Find a sentence that best fits each group of words. Circle the letter of the sentence.

1.

afraid	fear
scared	frightened

- John told his father why he did not want to go camping by himself.
- John liked to be alone in the big dark cave.
- John was running as fast as he could to win the race.
- John was rushing to be at work on time.

2.

afternoon	morning
evening	night
noon	twilight

- Fish will always bite better during the night.
- Many people go to work during different parts of the day and night.
- Mary wants to go to the movies if it is not dark.
- Sam has always loved the change of seasons.

3.

horse	cow
chicken	goat
dog	mule

- There are many kinds of crops that grow on a farm.
- The children looked forward to their trip to the zoo.

- On a farm, a person can find many different kinds of animals.
- The new pet shop opened yesterday.

4.

arm	leg
hand	face
toe	finger

- The human body has many parts.
- A tree has many parts that can be named.
- A horse has many body parts.
- There are many working parts in a clock.

5.

baby	man
boy	girl
woman	child

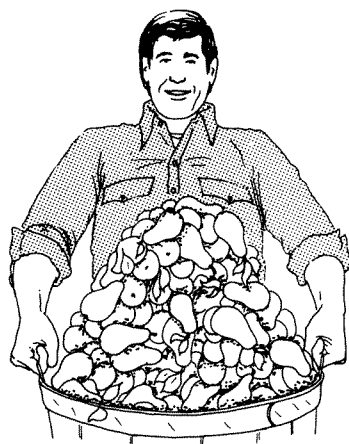
- There are some names that are given only to males or females, but some names can be used for both males and females.
- Horses, cows, and pigs are called by many different names.
- Some people like to call a person a girl or a boy even though they are older.
- Sometimes, names are funny.

6.

mother	father
grandmother	grandfather
aunt	uncle
cousin	nephew

- A person can have many people in his or her family.
- All people can have relatives other than their brothers and/or sisters.
- Looking at old pictures can be fun for the only child of two only children.
- Sometimes, persons get many nice gifts from their grandparents.

FRIENDS AND NEIGHBORS



Directions: The exercises below were written to give the reader practice in making inferences. None of the answers to the questions are directly stated in the paragraphs. Read each paragraph carefully. Pay attention to the details. Circle the letter of each correct answer.

In the fall of the year, the kids liked to sneak into Mr. Randall's yard and pick up the pears that had fallen to the ground. Mr. Randall liked for the kids to do it. But, he never said so.

Mr. Randall would see the kids in the backyard under the trees. Then he would go outside and slam the door very hard so that the children could hear it. You should have seen the kids run.

When Mr. Randall would see the kids pass in front of his house, he would always talk to them and be friendly. He would ask them how they were doing in school. He would ask about their parents. And he would always say, "I would like to have more to give you, but someone has been stealing my pears."

The children would take the pears and walk away smiling. As they walked away, Mr. Randall would smile also.

1. Did the children like Mr. Randall?

- a. No
- b. Yes
- c. In some ways
- d. Not at all

2. Why did the children like Mr. Randall?

- a. He would not give them gifts.
- b. He was kind and friendly toward them.

- c. He would not let them pick his pears.
- d. He let them keep the pears they picked.

3. Why was Mr. Randall always nice to the children when they passed by?

- a. Mr. Randall was an unkind man.
- b. Mr. Randall liked children and adults, but especially children.
- c. Mr. Randall was nosy and wanted to know about everyone.
- d. Mr. Randall wanted the children to return his pears.

The children grew older. Mr. Randall, who was already old, grew older too. Soon he could not pick the pears and sell them at the store. As the children grew older, slipping into the backyard was not as much of a thrill as it once had been. Still, Mr. Randall would talk to the children every time he saw them. He was a very nice man. The children liked Mr. Randall so much that they helped him pick the pears every fall. Mr. Randall was happy that he had so many good friends.

4. Which of the following sentences would make a good main idea sentence for this paragraph?

- a. As the children and Mr. Randall grew older, they learned to work together.
- b. As the years passed, the children no longer ate pears.
- c. When Mr. Randall grew older, he sold his store.
- d. When Mr. Randall grew older, the children helped him in the store.

5. What two things did the children and Mr. Randall learn about each other?

- a. To love and respect each other
- b. To help one another always
- c. Not to get angry and mad
- d. To help the older people

FRIENDLY FACES ALWAYS HELP



Directions: The paragraphs below do not contain main idea sentences. The answers to the questions are not written in the paragraphs. Read the details carefully, then infer the correct answer. Circle the letter of each correct answer.

Mr. Washington did not have a lot of money. He worked very hard every day from Monday until Friday. But if any of his friends or neighbors ever needed his help, day or night, Mr. Washington was there.

Mr. Washington was always friendly to everyone he passed on the street. He always asked the children about their parents and if they were well. He always asked the parents about the children and if they were doing well in school. Everyone in the neighborhood and town liked to see Mr. Washington and talk to him. It was said that he had never done an unkind thing to another person.

1. What kind of person was Mr. Washington?

- a. He was very kind and friendly.
- b. He was not very kind to his friends.
- c. He talked only to children.
- d. He was an old man who was very lonely.

2. Why did the older people and the younger people enjoy talking to Mr. Washington?

- a. He asked them about the things and people who interested them.
- b. He asked about things that were none of his business.

- c. He always made fun of them.
- d. Mr. Washington always told them a good joke.

3. Which of the following sentences is a good description of Mr. Washington?

- a. Mr. Washington was a funny man.
- b. Mr. Washington was a kind and gentle man who liked people.
- c. Mr. Washington liked people but did not talk very much.
- d. Mr. Washington always talked to everyone but did not go home very much.

Everyone called Mr. Washington's wife, "Miss Hattie." She always called Mr. Washington by his nickname, "Wash." Miss Hattie helped a lot of people, also. When her neighbors were sick, she went to help them. When people needed help washing windows, she helped them. And, when good crops grew in her garden, she gave many of them to her friends and neighbors.

4. What kind of personality did Miss Hattie have?

- a. She had a thoughtful personality.
- b. She was not a very happy person.
- c. She had the personality of a nurse.
- d. She had the personality of a gardener.

5. What two words best describe Miss Hattie?

- a. Sad and unhappy
- b. Lonely and proud
- c. Happy and helpful
- d. Generous and stingy

6. A good main idea sentence would be:

- a. Miss Hattie was also a very kind person.
- b. Mr. Washington had a wife.
- c. Miss Hattie loved to wash windows.
- d. Miss Hattie was a very lonely person.

GABBY GOSSIPERS AND BORROWERS



Directions: The paragraphs below do not contain the answers to the questions. The reader must infer the answers. Read the details carefully, and choose the best answer to each question. Circle the letter of the best answer.

Gerald never stopped talking when he was with one person or when he was in a group of people. Gerald was always telling things that were not true or that he did not know all the facts about. Sometimes, Gerald told things about his best friends that they had asked him not to repeat or say to other people.

1. A good main idea sentence for this paragraph would be:

- a. Gerald is one of the best speakers we have heard.
- b. Gerald usually talks too much, but he has good things to say.
- c. No person in the group likes Gerald.
- d. Not only does Gerald talk too much, but he also tells things he should not tell or things which are not completely true.

2. For what reason may some people not like Gerald?

- a. Gerald is a shy, quiet person.
- b. Gerald listens to them talk.
- c. Gerald does not give them a chance to talk.
- d. Gerald is not a good person to have at a party.

Gwen was Tammy's best friend for quite some time. Soon Gwen started borrowing Tammy's nice clothes to wear. When she returned them, they were always dirty or soiled. Sometimes, Gwen had to ask for them back. The same thing happened when Gwen and Cindy were friends. In fact, Gwen was that way with all of her friends. Now, the only time Gwen makes a friend is when some new girl moves into one of the apartments and does not know Gwen.

3. Which of the following would be a good main idea sentence?

- a. Gwen has lost a lot of friends because she has one bad habit.
- b. Gwen has many friends because she lets them wear her clothes.
- c. Nice clothes are a good way to make new friends.
- d. Gwen and Tammy were always the best of friends.

4. What one word may explain why Gwen did not return the clothes?

- a. Dishonest
- b. Forgetful
- c. Unhappy
- d. Wise

5. How many friends had Gwen lost because of the way she acted?

- a. One
- b. Two
- c. More than ten
- d. More than two

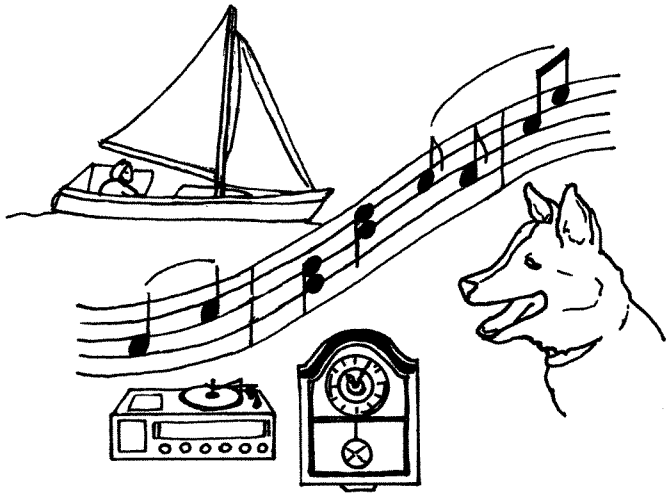
6. Did Gwen continue to borrow clothes from new girls who moved into the apartments?

- a. No
- b. Sometimes
- c. Yes
- d. The story does not say.

7. Based on the story, how did Gwen's own clothes probably look?

- a. Very clean
- b. Soiled and dirty
- c. Ragged
- d. Just like new

HAPPINESS IS HAVING



Directions: Each of the short paragraphs below contains specific features of either a person, place, thing, or idea. Circle the letter of each correct answer.

Of all the things Hank owns, he loves Hanna the best. He loves to see her glide through the water with her sails filled with air.

1. What is Hanna?

- a. a boat c. a motorboat
- b. a sailboat d. a raft

John has wires all over his room. Eight of the wires run from the amplifier to the speakers. Others carry the electricity to the amplifier and the receiver. One wire is for the antenna.

2. What does John have?

- a. a train set c. a stereo system
- b. a radio d. a phonograph

Millie is proud of Tiger. Last week Tiger won three blue ribbons at a show. Tiger followed Millie's directions well. He stood straight and stayed by her side at all times.

3. What is Tiger?

- a. a tiger c. a horse
- b. a cat d. a dog

Nancy took the hose from the garage. She removed the nozzle and put on the sprinkler. She hooked the hose to the outside faucet.

4. What was Nancy going to do?

- a. water the lawn
- b. wash the car
- c. wash the windows
- d. put away the hose

Rose enjoyed showing her collection of special objects. Each of them was hanging on the wall. And each hour and half hour there was something to hear. Some of them would ring. Others would chime. And some made "cuckoo" sounds.

5. What did Rose collect?

- a. plates c. clocks
- b. pictures d. watches

Paula likes the hobby she chose. Not only does she have a camera, she also has a darkroom where she develops her own film. Paula has a large collection of pictures of which she is very proud.

6. What is Paula's hobby?

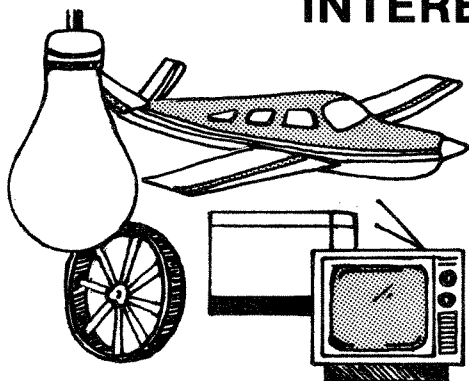
- a. physics c. photography
- b. psychology d. geography

Quincy is proud of his workshop. In it he keeps hammers, saws, and many other tools. He makes beautiful tables, chairs, and other furniture.

7. What is Quincy?

- a. a metal worker c. wood cutter
- b. a woodworker d. a carpenter

INTERESTING INVENTIONS



Directions: None of the short paragraphs below has a main idea sentence. Read each of the details carefully. Then, circle the letter of the best main idea sentence.

Many people are safe on streets and in parking lots where they can see well. Criminals are not as likely to rob a person or to break into a building if they can be seen easily. Also, police officers and security guards can see much better when there are many bright lights in and around a building.

1. What would the main idea sentence be?

- a. The invention of electric lights has helped us in many ways.
- b. Lights on the streets and near buildings have not been of much help.
- c. Lights have been no help at all in fighting crime.
- d. Outdoor lighting is an inexpensive way to prevent crime.

Now, people can travel long distances quickly and easily. In the past, it would take a long time to cross the ocean and then to go over the land to get to a city.

2. What would the main idea sentence be?

- a. The steamboat was one of the best inventions in history.
- b. The invention of the automobile has helped people who travel.
- c. The invention of the airplane led to a better form of travel.
- d. Years ago, people did not travel because they had nowhere to go.

Low temperatures help to keep food from spoiling. Where refrigerators are not available, however, people may cool their food with ice. Refrigerators make it easier for people to enjoy healthy diets with fresh foods.

3. What would the main idea sentence be?

- a. The invention of the refrigerator increased energy use.
- b. People store food in home refrigerators and freezers.
- c. It is unsafe to eat warm food.
- d. Home-canning is the safest way to store food.

People do not talk to each other as much as they once did. Families and family members do not play games or do other interesting things. Students do not spend as much time doing homework.

4. What would the main idea sentence be?

- a. The invention of television did not change family life at all.
- b. Television is the best invention of all times.
- c. Television has changed many things about family life.
- d. There are not too many people who watch television very much.

Almost all mechanical inventions contain a wheel. Anything in a machine that is round and turns, works on the principle of a wheel.

5. What would the main idea sentence be?

- a. The wheel is probably one of the most important discoveries in history.
- b. Without the wheel, many of the old clocks would not work.
- c. The wheel was invented so that the automobile would work.
- d. Many people do not know the value of wheels and axles in trucks and cars.

JUST ABOUT ANYTHING

1 2 3 4 -

are there any more ?

Directions: Read each paragraph below. Then choose the best sentence that should come next in the paragraph. Circle the letter of that sentence.

1. Ann wanted to bake a cake. First she used her cookbook to decide the kind of cake she wanted to bake. Next, she put all the utensils she would need on the counter. Then, she put all the ingredients that would go into the cake near the counter.

- a. After that, she mixed the ingredients according to the directions.
- b. Following that, she put the cake in the oven to bake.
- c. Last, she mixed the flour and butter.
- d. Then, she cooked the cake as she had planned.

2. Betty wanted to put one of her houseplants into a new pot. First, she bought a new, larger pot. She also bought some potting soil. Then, Betty put the plant and the new materials on her worktable.

- a. Next, Betty watered the plant.
- b. Next, Betty put dirt in the old pot.
- c. Next, Betty removed the plant from the old pot.
- d. Next, Betty put new dirt in the old pot.

3. Carlos wanted to grow some flowers near his walk. First, he went to town and bought some seed that would grow into beautiful flowers. He also bought some peat moss and fertilizer. When he

returned home, Carlos got his rake and shovel.

- a. Next, he scattered the seed over the ground.
- b. Next, he prepared a garden bed.
- c. Next, he watered the spot well.
- d. After that, he dug a deep hole.

4. Della went to the store and bought mushrooms. Next, she brought the items home and put them on the counter. After washing them, Della got out her sharp knife and cutting board.

- a. After that, Della cut the vegetables and made a salad.
- b. Following that, Della put the vegetables in the refrigerator.
- c. Then, Della sat down to rest awhile.
- d. But, Della did not know what to do next.

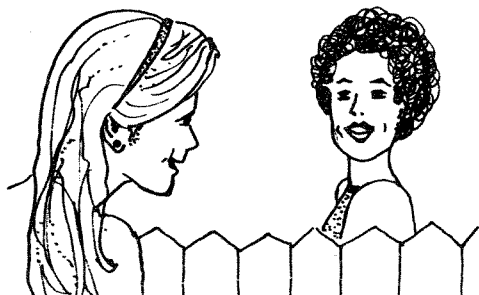
5. Elaine heard the crack of the pistol. She was off and running. When she reached the first hurdle, she was ahead of the other runners. When she cleared the last hurdle, she was far ahead of the other runners. Then, Elaine really turned on the speed.

- a. Elaine won the race with no trouble.
- b. Elaine tripped on the last hurdle.
- c. Elaine could not see the finish line.
- d. Elaine felt sorry for the slow people.

6. Frank opened the car door. He got into the car. He closed the door and put on his seat belt. He put the key in the ignition switch.

- a. Frank backed the car out of the drive.
- b. Frank started the engine.
- c. Frank turned on the lights.
- d. Frank raised the garage door.

KEEPING UP WITH THE JONESES



Directions: The paragraphs below have words missing. Use the other words in the sentence to infer the missing words. Circle the letter of the correct word in the list below each selection.

Katrina always had a hard time choosing the things she wanted. She usually could not decide what she liked or wanted until she saw someone else with one. Then Katrina wanted one just like it.

Her friend, Linda, bought a new red dress, so Katrina went to the store and bought a 1 dress just like Linda's. Linda became 2 when she went to a party and saw Katrina wearing a dress just like hers.

When Katrina's friend, Marie, bought a new set of china, Katrina went to the store and bought the same 3 as Marie's. Marie knew what to do then. She took her china back to the shop and 4 it for a new pattern.

It was no wonder that Katrina's friends very seldom 5 her when they were going to buy something new.

Some of Katrina's friends would not even 6 her the new things they had bought.

- | | |
|--------------|--------------|
| 1. a. yellow | 2. a. happy |
| b. red | b. sad |
| c. green | c. angry |
| d. pink | d. joyful |
| 3. a. size | 4. a. broke |
| b. pattern | b. exchanged |
| c. part | c. sold |
| d. mix | d. gave |
| 5. a. told | 6. a. sell |
| b. watched | b. show |
| c. fought | c. told |
| d. helped | d. fix |

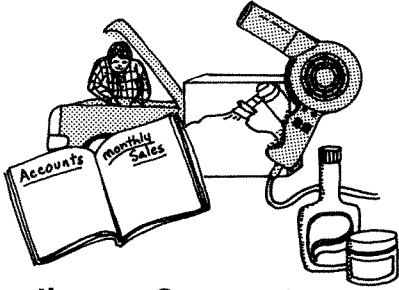
Katrina's husband, Norris, was almost the same as Katrina. He owned a lawnmower that was the 7 as his friend Ollie's. Norris also had a car that was the same 8, 9, and 10 as his friend Paul's. It was clear and simple that Norris and Katrina could 11 choose and buy things unless 12 they knew had the same thing. Still, everyone in the neighborhood liked the young couple and wanted them for friends.

- | | |
|----------------|--------------------|
| 7. a. opposite | 8. a. model |
| b. size | b. height |
| c. length | c. weight |
| d. same | d. length |
| 9. a. style | 10. a. temperature |
| b. distance | b. personality |
| c. car | c. color |
| d. gage | d. length |
| 11. a. not | 12. a. someone |
| b. always | b. dogs |
| c. find | c. person |
| d. locate | d. one |

Finally, Katrina and Norris did buy something different. For some reasons, they decided to buy a 13. Not one person in the neighborhood had one, for it was too much 14. Now, every time someone comes to 15 Katrina and Norris, Bruno, their Great Dane, is always there. Bruno 16 at everyone. He tries to sit in their 17. He always 18 them if he gets a chance. Very few people visit Norris and Katrina anymore.

- | | |
|--------------|----------------|
| 13. a. house | 14. a. trouble |
| b. lawnmower | b. fun |
| c. dog | c. joy |
| d. animal | d. money |
| 15. a. help | 16. a. laughs |
| b. hide | b. picks |
| c. aid | c. barks |
| d. visit | d. visits |
| 17. a. table | 18. a. kisses |
| b. legs | b. licks |
| c. laps | c. kicks |
| d. arms | d. runs |

LOOKING AT JOBS



Directions: Group the details in the paragraphs below. Infer the kind of work each person does or the place where the person works. Circle your answer.

Each morning Lou gets up very early. He dresses and goes to work. At work, the first thing he does is to sprinkle water over the vegetables and fruits. Then he inspects the vegetables and fruits to make sure they are not spoiled or damaged. He removes all that are bad. During the day, Lou helps unload the big trucks that bring goods to the store. Lou enjoys the work he does.

1. Where does Lou work?

- a. In a market
- b. In a restaurant
- c. On a farm
- d. In a school cafeteria

Minnie has fun talking to customers all day long. The customers enjoy talking to Minnie as she cuts their hair or gives them a permanent wave.

2. What work does Minnie do?

- a. She is a barber.
- b. She sails a boat.
- c. She is a hairdresser.
- d. She is a model.

When people come to see Nick, they usually have a problem. Nick is good at finding the cause of the problem and fixing it. Everyone likes for Nick to help them.

3. What kind of work does Nick do?

- a. He is a mechanic.
- b. He is a dentist.
- c. He is a counselor.
- d. There is no way to know.

Oscar has an interesting job. He visits stores all day long. In the stores, he shows the owners the product that his company makes. Then, he tries to get the store owners to sell the product in their stores.

4. What work does Oscar do?

- a. He is a delivery person.
- b. He is a salesman.
- c. He is an insurance salesman.
- d. He is a real estate agent.

At work, Peggy wears a blue uniform. On her uniform is a badge. When there is a fire, Peggy has to wear a special suit to keep from being hurt. Peggy likes her work very much.

5. What kind of work does Peggy do?

- a. She is a police officer.
- b. She is a news reporter.
- c. She is a security guard.
- d. She is a fire fighter.

Renee works eight to ten hours a day at her job. But, she does take breaks during that time. She is on the highway almost all day long. She carries goods from city to city in her rig. It has eighteen wheels on it and carries heavy loads.

6. What does Renee do?

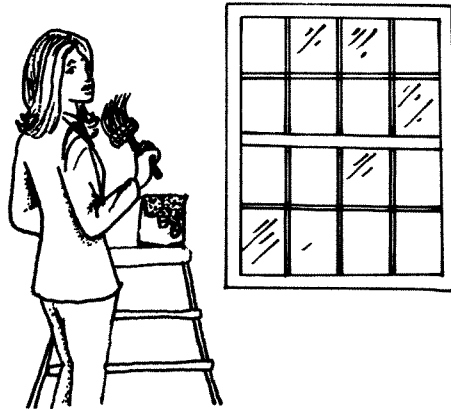
- a. She drives a truck.
- b. She is a highway inspector.
- c. She is a salesperson.
- d. She test drives cars and trucks.

Sam is a lot of fun. At work he tells jokes and kids with the workers. Bill is Sam's best friend and they work together.

7. What do Sam and Bill do?

- a. They are mechanics.
- b. There is no way to know.
- c. They are comedians.
- d. They are plumbers.

MAKING THINGS AND MAKING THINGS WORK



Directions: Below are paragraphs that contain details. The details are in sequential order; that is, one follows the other. Read the details and infer what is happening. Circle the letter of each correct answer.

1. Maxine made certain that her car was on level ground. She put on the emergency brake. Then she opened the trunk of the car and took out the jack. She also made certain that her spare tire was in good shape and that it had air in it. Maxine was going to

- a. fix a flat tire.
- b. change a flat tire.
- c. loan her jack to someone.
- d. test her tires.

2. In the storage shed, Nell found the stepladder and a good paint brush. She took these into the house. Then she got the new paint from the garage. Next, she took down the bedroom curtains. She covered the bed and other furniture with a plastic sheet. Nell was going to

- a. paint her house.
- b. plaster her walls.
- c. paint her bedroom.
- d. wallpaper her bedroom.

3. Oliver made certain that the gasoline was out of the tank on his lawn mower. Then, he turned the lawn mower on its side. Next, Oliver took the blade off the mower with a wrench. Oliver needed to

- a. sharpen the blade.
- b. mow the lawn.
- c. put the mower back together.
- d. fill the gas tank.

4. Pablo was in the kitchen. He removed some cheese and ham from the refrigerator. He also found the mustard there. Next, Pablo found the pepper and some bread. Pablo wanted to make

- a. himself something to eat.
- b. a ham and cheese sandwich.
- c. something good for lunch.
- d. his wife a nice surprise.

5. Ron went to the store and bought seed and fertilizer. Then, he went home and scratched the places in the lawn where no grass was growing. Then Ron planted

- a. the flower seeds in the lawn.
- b. the fertilizer in the spots.
- c. the grass seed in the bare spots.
- d. the young trees in the yard.

6. Sadie had been writing for more than an hour. She had written more than ten pages. Then, she folded the papers and put them in a large envelope. She addressed the envelope and put a stamp on it. Next, Sadie

- a. wrote a letter to her mother.
- b. took the letter to the desk.
- c. put the letter in the mailbox.
- d. put the letter in the drawer.

7. Bill went to the garage and brought in a hammer, some nails, and a tape measure. Next, he brought in the nice picture that Ted had given him. Bill was getting ready to

- a. frame the picture.
- b. hang the picture on the wall.
- c. take a picture off the wall.
- d. open the gift from Ted.

RELATIONSHIPS: SAME, DIFFERENT, OR ALIKE?



Directions: The paragraphs below have details that tell how people, things, and ideas are the same, alike, or different. Read each of the paragraphs, then choose the correct answer from the list below. Circle the letter of the best answer.

1. Airplanes fly high into the air. They carry people to many cities in the United States. Buses also go to many cities and carry passengers, just the same as airplanes. Buses and airplanes do not look alike, but

- a. people use them for many of the same reasons.
- b. they never go to the same places.
- c. both of them travel at the same speeds.
- d. they both travel on roads and highways.

2. Boats and automobiles are used by many people. Some boats have engines. All automobiles have engines. Boats usually do not go as fast in the water as an automobile will on a road or highway. And usually, small boats are

- a. used to carry automobiles in the water.
- b. put on trailers and pulled by automobiles.
- c. easy to pick up and carry if a person is strong.
- d. more fun to ride in and drive than a truck or airplane.

3. Cars and trucks all have engines, wheels, and seats. A car usually has more seats than a truck, but a truck can hold more of a cargo or load. That is probably the reason why

- a. people who live in large cities usually do not need cars.
- b. farmers like to have trucks.
- c. older people like to ride on buses.
- d. trucks use more gasoline than cars.

4. Dogs and cats make excellent pets. Both kinds of animals will love their masters and be loyal to them. However, some people like dogs better than they like cats if they

- a. want a pet that will catch mice.
- b. have plenty of good food to feed their pet.
- c. want a pet that will guard their house.
- d. want a pet that will not bark.

5. Elephants are wild animals, but they become friendly when they are trained. Tigers are also wild animals, but they are not very friendly when they are trained. When the animal trainers put on an act at the circus,

- a. the elephants are always funny.
- b. the tiger trainer is in more danger than the elephant trainer.
- c. the elephant trainer has more to fear than the tiger trainer.
- d. the tigers look meaner than the elephants, but are not.

6. Fans may be used to move the air. Fans also go to ball games. A baseball pitcher can fan a batter. The word *fan*

- a. has only one meaning.
- b. means two things.
- c. has more than one meaning.
- d. is not used correctly.

SEEING CHANGES IN PEOPLE, THINGS, AND IDEAS



Directions: The paragraphs below contain details that show the changes that take place in people, things, and ideas. Read each paragraph, then choose the answer that will complete the last sentence. Circle the letter of the correct answer.

1. Almost all plants are grown from seeds. If the seed from an oak tree is planted in dirt and given heat and moisture, the seed will soon

- a. be a big tree.
- b. begin to grow into a tree.
- c. wither and die.
- d. turn into a beautiful plant.

2. Tea leaves grow on bushes. After the tea leaves are picked and dried, they can be used to make a hot or cold drink. When the tea leaves are put into hot or warm water,

- a. they melt and make tea.
- b. they dry out and become tea.
- c. the tea flavor comes out of them, into the water.
- d. they turn green or red.

3. The United States of America was once owned and controlled by Great Britain. The two countries had a war, and the United States became a free nation. Over the years, the United States grew until it now has

- a. over fifty states.
- b. more than fifty states.
- c. less than fifty states.
- d. exactly fifty states.

4. No two people have exactly the same voices. As boys grow older, their voices change. As boys become teenagers, their voices first begin to crack and make strange noises. Then, their voices

- a. become lower or deeper.
- b. grow higher and sharper in a year or so.
- c. return to their normal sound.
- d. are no longer heard.

5. Water is found in many places. As water is warmed by the sun, it evaporates. The evaporated water rises in the sky and forms clouds. When the clouds rise and cool, the water condenses and falls in the form of

- a. rain, if it does not freeze.
- b. hail, if it does not freeze.
- c. snow, if it evaporates fast.
- d. fog, which settles close to the ground.

6. Yellow, red, and blue are pure or primary colors. From those three colors, all other colors can be made. If a person mixes red and blue, the result is purple or violet. The color green is made from mixing

- a. purple and yellow.
- b. violet and blue.
- c. yellow and blue.
- d. red and brown.

7. A zebra has black and white stripes. Zebras are wild animals. Even though zebras look like horses in many ways, you will never

- a. see a person ride one like a horse.
- b. find one in a zoo or animal shelter.
- c. see one in a movie or on television.
- d. see them being fed or cared for.

THERE WILL BE A CHANGE IN THE WEATHER



Directions: The paragraphs below contain details that will help the reader to be able to infer or predict what will happen next, or what the people in the stories decide. Read the paragraphs, then circle the letter of each correct answer.

1. Ted and Teresa knew that spring was not far away. The gray-colored trees were already growing tiny, green buds. The summer songbirds were beginning to arrive. And each day the air seemed

- a. to be a little warmer than it was the day before.
- b. much colder than it was the day before.
- c. to be less warm than the day before.
- d. to be filled with dust and dirt.

2. Bill was sitting on the riverbank, fishing. When he began fishing early in the morning, there was not a cloud in the sky. After an hour or so, Bill noticed that a few clouds were moving into the area. Now, Bill could see nothing but big, white, low clouds. Bill decided that in a short time

- a. the sun would come out again.
- b. it would snow and sleet.
- c. it might rain.
- d. he would catch some fish.

3. It had been raining for two days without stopping. The weatherperson on the television reported that no one could tell when the rain would stop. Before the

rain had started, there were at least three feet of snow and ice on the ground. Jill knew that if the rain continued and the ice and snow melted, there may be a good chance

- a. for floods to occur.
- b. for warm, clear weather.
- c. for more snow.
- d. for the water to disappear.

4. When Greg came home from work, it was still raining. It was January, and since 5:00 o'clock that afternoon, the temperature had been dropping. Greg knew that if the temperature dropped to freezing or below, the rain could turn

- a. to water or moisture.
- b. to hail or water.
- c. to sleet.
- d. into a flood.

5. Patsy had been watching the weather reports on television and listening to them on the radio. There was a big cold front moving in from the northwest. There was a big, hot, high pressure front moving in from the southwest. Patsy knew that in April and May, when the hot and cold air met,

- a. nice weather would result.
- b. tornadoes could result.
- c. snowstorms would come.
- d. blizzards could occur.

6. Ruth was not afraid of storms, but she liked to be in the house when one came. Once when she was little, she was standing in an open door watching the rain fall. Then the rainstorm turned into a thunder and lightning storm. Without a warning, a bolt of lightning

- a. could be seen in the distance.
- b. hit the tree outside the door.
- c. knocked the clock off the wall.
- d. ruined the carpet on the floor.

UNDERSTANDING THE MEANINGS OF WORDS



Directions: In each sentence below, one word is in *italics*. Read the definitions below the sentence. Circle the letter of the definition that fits the italicized word.

-
1. Jane had a *watch* on her arm; after wearing it in the ocean, it did not work very well.
 - a. Something used to tell time
 - b. To look at
 - c. To guard a building or area
 - d. To babysit or care for

 2. Karl put his money in the *bank* to make certain that he would know how much he had.
 - a. A side of a river
 - b. A shot used in playing pool
 - c. A place to keep money
 - d. A shot in basketball

 3. John saw that Mary was wearing a beautiful *ring* when she reached up to push the doorbell.
 - a. A dirty mark around a collar
 - b. A piece of jewelry for the finger
 - c. A place to box
 - d. A noise made by a bell

 4. The police officer did not want to *fire* his weapon, but he had no choice.
 - a. To shoot a gun
 - b. To use for cooking food
 - c. To start an engine
 - d. A feeling of pain

 5. Every time Jerry was in the group, his *funny* stories made us laugh.
 - a. Humorous
 - b. Strange, weird
 - c. Not right or correct
 - d. Boring and insulting

 6. Kevin was a *hit* in the school play.
 - a. Something that people do with cards
 - b. Being very popular or the star of a show
 - c. When one person strikes another person
 - d. Something robbers do

 7. Lewis told Lori that he would help in just a *second* and asked her to be patient.
 - a. Comes after *first*
 - b. A short period of time
 - c. To do something more than once
 - d. To wait for a long time

 8. The police officer had a *line* on who had robbed the bank last week.
 - a. A twine for fishing
 - b. Knew who had taken the money
 - c. Information on who took the money
 - d. A picture of the suspect

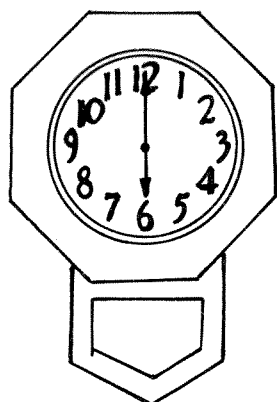
VOICING OPINIONS AND IDEAS



Directions: Read the paragraphs below. They contain words that have more than one meaning. Choose the best ending for each paragraph and circle its letter. You will have to infer the correct answers. They are not stated directly in the paragraphs.

-
1. Andrew is always joking and having fun. He thinks he is being funny, but almost all of his friends think he is
- | | |
|-----------|------------|
| a. silly. | c. unkind. |
| b. ugly. | d. mean. |
-
2. Bobby does not like to climb trees and do some other things that Carl and Dale do. They think that Bobby is afraid. Bobby thinks that he is being
- | | |
|-------------|-------------|
| a. honest. | c. thrifty. |
| b. careful. | d. brave. |
-
3. Edward would not ride his new bicycle on the highway. Frank and Gary thought that Edward was a "chicken." And, they called him that. Edward, however, thinks of himself as being
- | | |
|-------------------|------------|
| a. obedient. | c. unfair. |
| b. safety-minded. | d. silly. |
-
4. Hal will not go into the caves with his friend, Ivy. Ivy calls Hal a coward or a "scaredy-cat," but Hal thinks of himself as
- | | |
|--------------|----------|
| a. fearless. | c. wise. |
| b. fearful. | d. sly. |
-
5. Bill always finds a way to get his friends to pay his way to the movie. His friends, John and Karen, think he is a free-loader. John thinks that he is just being
- | |
|--------------------------|
| a. clever and smart. |
| b. dishonest and unkind. |
| c. afraid and shy. |
| d. funny and silly. |
-
6. Lori and Minnie did not get along very well. Lori tried to sneak in the back door of the movie theater. Lori thought that she was being smart, but Minnie thought that Lori was being
- | | |
|---------------|----------|
| a. dishonest. | c. kind. |
| b. brave. | d. sick. |
-
7. Norris always borrowed gasoline from his neighbor, Opal. Norris thought that he was being clever by borrowing gasoline rather than buying his own. He never repaid Opal. Opal and all the neighbors in the neighborhood thought that Norris was
- | | |
|---------------|----------------|
| a. dishonest. | c. unbearable. |
| b. silly. | d. lazy. |
-
8. Pauline liked Lonnie, but there were times when Lonnie would act very silly. Lonnie thought that he was being cute, but Pauline thought that he was being
- | | |
|------------|---------------|
| a. jolly. | c. immature. |
| b. mature. | d. concerned. |

WHICH WAY IS IT?



Directions: Each item below could tell a different story if the italicized word were changed. Choose the word from the list below each item that would best give the story an opposite meaning.

1. Will was at Ann's party. Bill was there too. The two young men were having a *good* time.

- | | |
|--------------|--------------|
| a. terrible | c. beautiful |
| b. wonderful | d. marvelous |

2. Bill and Cathy went to a picnic. It rained all the time they were there. Even though the party was moved inside, Bill and Cathy still thought it was *terrible*.

- | | |
|----------|-----------|
| a. awful | c. boring |
| b. fun | d. silly |

3. Dan and Elaine were very good friends. Elaine did not like it, however, when Dan was in a bad mood and seemed angry. When Dan acted that way, Elaine thought that she could help him more if she *left*.

- | | |
|------------|-------------|
| a. laughed | c. stayed |
| b. cried | d. departed |

4. Frank was waiting for Trudy to get home from work. She had been working for three years. Most of the time Frank was at home alone in the evenings. Frank knew that if Trudy would *keep* working, they would get along better.

- | | |
|--------------|---------------|
| a. stop | c. continue |
| b. always be | d. persist in |

5. Henry was to meet Ira at the store at 6:00 o'clock. Henry did not see Ira, or else Ira did not come to the store on time. It was now 7:00 o'clock and Henry decided to *stay*.

- | | |
|-----------|-----------|
| a. remain | c. linger |
| b. wait | d. leave |

6. John cut his finger when he was cutting a new seat for his bench. He put some medicine on the cut, for he knew that the medicine would make the wound heal faster. The medicine made the cut feel *worse*.

- | | |
|----------|-------------|
| a. awful | c. better |
| b. bad | d. terrible |

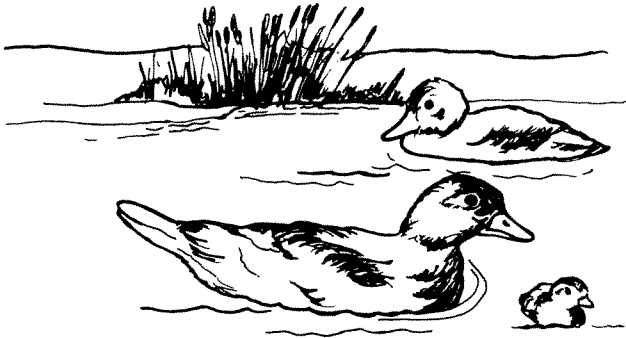
7. Kent was in the house listening for the telephone to ring. He was expecting all of his friends to call and tell him how *well* he played in the game the night before.

- | | |
|-----------|----------------|
| a. poorly | c. wonderfully |
| b. great | d. super |

8. Lynn was in the kitchen. She wanted to fix a very special meal that *night* for her friend, Mattie. Lynn liked to have chicken livers, but she knew that Mattie did not like them.

- | | |
|-----------|--------------|
| a. supper | c. breakfast |
| b. dinner | d. morning |

WORDS THAT ARE SIMILAR



Directions: In the selections below you will see italicized words. These words can be changed without changing the meaning of the stories. Read each selection. Then choose from the words below it, one word that can replace the italicized word. Circle the letter of the correct word.

1. Amy and Bill owned a *large* dog. His name was Monster. Monster was so large that he could drink from the bird-bath only by lowering his head.

- | | |
|----------|---------|
| a. huge | c. tiny |
| b. small | d. wee |

2. Cindy and Dan were at the movies. The show was about monsters and ghosts. Dan became so *scared* that he had to leave before the movie was over.

- | | |
|-----------|---------------|
| a. brave | c. frightened |
| b. honest | d. strong |

3. Etta and Fran were in the park trying to eat their lunch. The ducks from the lake saw them and came to *get* some food from them.

- | | |
|----------|------------|
| a. steal | c. give up |
| b. beg | d. offer |

4. Gabby and Helen had plans to *join* one another at the movie. The storm

grew so bad that Gabby decided not to go.

- | | |
|----------|---------|
| a. fight | c. meet |
| b. see | d. miss |

5. Ida and John were very good friends. Ida, however, did not like the same sports that John liked. She didn't like sports in which there was a lot of *activity*. Those sports were the ones John liked best.

- | | |
|-------------|-------------|
| a. hitting | c. sitting |
| b. movement | d. floating |

6. Kenneth and LuAnne were in their canoe. They were having a wonderful time paddling the canoe by the edge of the lake to see the *beautiful* plants.

- | | |
|----------|---------------|
| a. ugly | c. attractive |
| b. green | d. wild |

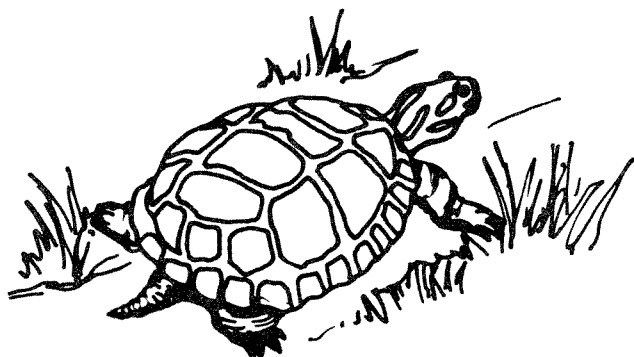
7. Missy and Nan wanted to learn to dance some new dance steps. They went to a professional dance studio and *signed up* to take lessons. Soon they became very good at doing the new dances.

- | | |
|---------------|------------|
| a. registered | c. asked |
| b. payed | d. decided |

8. Otis and Pearl were jogging in the park. As they ran along, Pearl slowly began to get ahead of Otis. Soon their jogging turned into a *race*, and Pearl won with no trouble. Otis said it was because Pearl was in better condition than he was.

- | | |
|------------|---------|
| a. fight | c. walk |
| b. contest | d. swim |

STRANGE WORDS FOR FRIEND OR FOE



Directions: In the selections below you will see words in italics. These words are figures of speech and are used to compare two things. They do not mean what they say. Complete each exercise. Circle the letter of the correct answer.

At work, Al was *as slow as a tortoise*. When Al was playing softball, however, he was the fastest man on the team.

1. *As slow as a tortoise* means that
 - a. Al did not work fast.
 - b. Al was shy, like a tortoise in a shell.
 - c. Al did someone else's work.
 - d. the workers did not like Al.

Betty told Carl that he was *as nutty as a fruitcake* for having his head *peeled like an onion*. What Betty said hurt Carl's feelings, and he promised that he would never do it again.

2. *As nutty as a fruitcake* means that
 - a. Carl was unhappy.
 - b. Betty was very unhappy.
 - c. Carl was a little crazy.
 - d. Carl was wrong.
3. *Peeled like an onion* means that
 - a. Carl's ears were missing.
 - b. Carl had very short hair.
 - c. Carl could not wear a hat.
 - d. Betty could see his face.

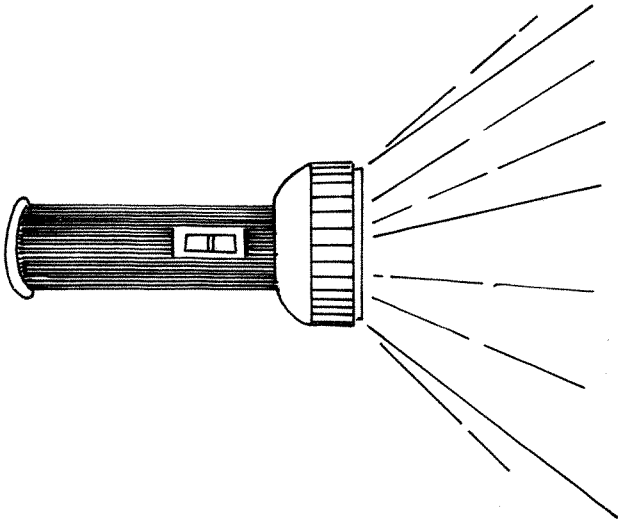
Doug ran back to pass the football. As he raised his arm, three men from the other team were upon him *like a flash of lightning*. Doug knew that *his goose was cooked* and they would soon have him as *flat as a pancake*.

4. *Like a flash of lightning* means that the men:
 - a. were there very quickly.
 - b. did not see him.
 - c. ran by Doug.
 - d. were very slow.
5. *His goose was cooked* means that
 - a. the men would lose Doug.
 - b. the men would help Doug.
 - c. the men would catch up with Doug and knock him down.
 - d. Doug could run faster than the men who were after him.
6. *As flat as a pancake* means that
 - a. the men would knock Doug to the ground.
 - b. the men would cook Doug.
 - c. Doug would be hurt badly.
 - d. Doug would not be able to see.

Ellen has the *memory of an elephant*. She never forgets her friends' birthdays. Ellen thinks that a good friendship is *as priceless as gold*. So, she always gives her friends nice gifts.

7. The *memory of an elephant* means that Ellen
 - a. forgets easily.
 - b. never forgets.
 - c. is absentminded.
 - d. has no friends.
8. *As priceless as gold* means that Ellen
 - a. does not have friends.
 - b. prizes friendship very highly.
 - c. pays for her friends.
 - d. wants all her friends to like her.

INTUITION AND LOGIC ARE THE KEYS



Directions: Read the short paragraphs below. When you have finished, circle the letter of the answer that will best complete each story.

1. Andy had a large ball of twine and a kite. The wind was blowing very nicely. Andy ran with his kite a short distance until the air caught it. The kite went up and up in the sky. Soon, the kite was so high that it could hardly be seen. Andy was very proud of his high-flying kite.

Suddenly, the twine broke without a warning. Andy watched as his kite went far, far away and out of sight. When Andy started for home, he

- a. had found his kite quickly.
- b. had no kite and no twine.
- c. was happy he had no kite.
- d. knew that his kite would be returned.

2. Betty saw Charlie, her cat, in a high tree. When she called to him, he would not come down. In fact, Charlie was afraid to come down. Betty went to the shed and brought a ladder to the tree. She climbed up to get Charlie. As Betty stepped from the ladder onto a tree limb, the ladder fell.

- a. Then Betty telephoned the police department.
- b. Later, people from the fire department had to rescue both Betty and Charlie.

- c. Soon it began to rain, and Betty became frightened.
- d. Then Betty jumped out of the tree.

3. Some people do not seem happy. They seem to complain about many things. They also seem to argue with other people about things that do not appear to be important.

- a. It is fun to be around those people.
- b. It is not very much fun to be with happy people.
- c. It is not very much fun to be with unhappy people.
- d. It is not easy to be happy all the time.

4. Bill has two good friends. One of them is Jerry. Bill and Jerry get along well and share many of their belongings. Tom is Bill's other friend. He always borrows things from Bill and Jerry, but never returns them.

- a. Bill and Jerry do not like to see Tom coming.
- b. Tom is not a sad person.
- c. Bill likes Tom better than he likes Jerry.
- d. Tom is free to do as he wishes.

5. Jim hooked his boat and trailer to his car. He and his friends drove to the lake. They put the boat in the water. Then, all of them got into the boat. Next, Jim asked all of them to

- a. jump into the water.
- b. sit down and be still.
- c. buckle their safety belts.
- d. put on life jackets.

6. The storm had knocked down the electrical lines. It was night and Joe could not see. He went to the cabinet to get

- a. some medicine. c. a blanket.
- b. a can of paint. d. a flashlight.

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